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ABSTRACT

The relationship between student perception of teacher behaviors and change in students' attitude toward a course in preservice teacher education was studied. The course selected was School and Society, a required course in educational foundations. Subjects included 87 students enrolled in eight sections taught by six instructors. A common syllabus and set of objectives were used by all sections. The individual student was selected as the statistical unit. The criterion variable of student attitude change was obtained by covarying pretest from posttest scores on a semantic differential attitude scale. Teacher behaviors were rated by students at the end of the course and correlated with student change in attitude toward the course. Three teacher behavior dimensions (1) clarity, (2) enthusiasm, and (3) indirectness were represented by items on the teacher behavior instrument. Of these, clarity had the highest percentage of items correlating significantly with the criterion. Factor analysis indicated clarity accounted for 21.16 percent of the variance in the criterion, enthusiasm 4.84 percent, and indirectness 1.44 percent. Clear, interesting, and relevant presentations were supported by the findings as desirable in promoting the student outcome of positive change in attitude toward the course. (Appended are the instruments used.) (Author/RC)

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Teacher Behaviors Associated With Student Change in Attitude Toward A Teacher Education Course

by

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Research in the area of teacher effectiveness has generally concentrated on student achievement of cognitive objectives. To the extent that affective objectives are considered to be appropriate learning outcomes to be fostered, the measurement of teacher effectiveness should also deal with student change in attitudes.

It was the intent of this study to relate student perceptions of teacher behavior to student affective outcomes. The particular outcome under investigation was change in students' attitude toward a specific course in preservice teacher education. The course selected for study was "School and Society," a course in educational foundations required of all students in the Teacher Education Program at Southern Illinois University, Carbondale.

Teacher classroom behaviors were assessed at the end of the course by students employing a teacher behavior rating instrument(TCBI). Since the criterion variable in this study was change in students' attitudes, the assumption was made that the individual students' perception of teacher behavior would be more critical in influencing his attitude than would "actual" teacher behavior or that perceived by another observer or group of observers. This was also the line of reasoning that led to the use of the individual student as the statistical unit for this study, rather than the class.

A semantic differential attitude scale (MAOTS) was developed to measure the student attitude change variable and was administered at the beginning and end of the course. The measure of affective growth was obtained by covarying the pretest out of the posttest scores. The residualized posttest scores thus obtained were used as the values for the criterion variable.

It was hoped that certain teacher behaviors might be identified which were positively and significantly related to positive change in student attitude toward the subject. The type of process-product research involved in this study serves as a first step in the validation of teacher behaviors in terms of student outcomes. The findings have implications for both teacher evaluation and teacher education. Knowledge of which teaching behaviors are more productive than others in the achievement of desired student outcomes is helpful in terms of deciding the appropriate curricular and pedagogical emphases for teacher education programs. Evaluation rating scales which include measures of teacher behavior known to be related to student growth are far more defensible than those rating instruments that have been arbitrarily constructed based on opinions concerning what constitutes good teaching that might be held by whomever constructed the scale.

A body of literature concerned with validating teacher behaviors in terms of cognitive outcomes has been reviewed by Rosenshine and Furst (7), but very little has been done in terms of relating teacher behavior to affective outcomes.

Three teacher behavior dimensions which have been found to be related to student achievement were selected for investigation in the present study. The intent was to determine whether these three factors (clarity, enthusiasm, and teacher indirectness) which have been found to promote cognitive development might also promote affective outcomes. Additionally, a factor of interesting/relevant presentation was included for investigation along with other teacher behaviors thought to be related to student attitude. Items relating to each of these factors were included in the teacher behavior instrument.

Antecedent variables which might influence student change in attitude were also taken into account. These included student age, sex, grade point average, expected grade in the course, previous courses taken in teacher education, courses being taken concurrently in teacher education, type of teaching certificate sought, and career commitment.

Research Questions and Hypotheses

Three research questions were posed:

Question 1: Which specific teacher behaviors associated with the dimensions of clarity, enthusiasm, indirectness, and relevant/interesting presentation correlate with positive change in student attitude toward the course, "School and Society"?

Question 2: Which of the previously listed antecedent variables influence student change in attitude toward the course?

Question 3: To what extent do each of the individual teacher behaviors and antecedent variables identified in the above research questions predict change in student attitude toward the subject:

Two research hypotheses were formulated to answer the research questions:

1. Those teacher behaviors identified by favorably worded items on the TCBI will correlate positively with attitude change as measured by posttest MAOTS scores covaried for pretest, whereas those behaviors identified by unfavorably worded items will correlate negatively.
2. The antecedent variables included as additional items on the MAOTS will correlate significantly with attitude change as measured by post-test MAOTS scores covaried for pretest.

Procedure

Two instruments were constructed during a pilot study: The Teacher's Classroom Behavior Instrument (TCBI) and the Measure of Affective Orientation Toward the Subject (MAOTS). Copies of these instruments are to be found in the Appendix. The MAOTS was developed to measure change in students' attitude toward the course "School and Society" and therefore was administered to students at the beginning and end of the course. The MAOTS was composed of a 20-item semantic differential and 12 multiple-choice items for the pretest. An additional six multiple-choice items were included on the posttest. The semantic differential portion was used in the calculation of the criterion variable, while the multiple-choice items were used for validation purposes and to measure antecedent variables. The 70-item TCBI was developed to measure students' perceptions of the frequency of certain behaviors which their instructors might have displayed during the course of the semester. This instrument included items related to the broad dimensions of clarity, teacher indirectness, enthusiasm, and relevant/interesting presentation, as well as other behaviors thought to be related to student attitudes. The TCBI was administered to students at the end of the course along with the posttest MAOTS. The subjects for the study included 87 students enrolled in eight sections of "School and Society" taught by six instructors. A common syllabus and set of objectives were used in all sections.

During the first class meetings of the Spring Semester, 1975, a standard orientation to the course was presented by the investigator to each class prior to the administration of the pretest MAOTS.

The students had not yet met the instructor for the course. During the last week of classes and prior to the final examinations, the investigator administered the posttest MAOTS and requested the students to rate their instructor using the TCBI. The students were told that the data were being collected for research purposes. They were assured that their grades in the course would not be affected by their responses. Code names consisting of their mother's maiden name and the student's date of birth were used to match pretest and posttest scores and still preserve anonymity.

A correlational matrix was obtained including data obtained for all 70 items of the TCBI, the 12 multiple-choice items on the pretest MAOTS, the 18 multiple-choice items on the posttest MAOTS, and the criterion variable of the total score on the semantic differential portion of the posttest MAOTS controlling for the total score of the pretest MAOTS semantic differential.

Stepwise multiple linear regression was used to generate prediction equations for the criterion variable using the TCBI items as predictors.

A factor analysis of the TCBI items and the criterion was run to determine the percentage of variance in the criterion that could be accounted for by each factor of the TCBI.

Results

Table 1 lists in rank order the TCBI items as they correlated with the criterion of residualized MAOTS posttest score. In answer to Research Question 1, all but ten of the items on the TCBI correlated significantly with the criterion at the p less than .05 level. These ten items were:

TABLE 1

RANK ORDER OF TCBI ITEMS CORRELATED WITH THE CRITERION OF RESIDUALIZED MAOTS POSTTEST SCORE

(n = 87)

TCBI Item No.	r	TCBI Item No.	r	
66	.561	2	.311	
30	.486	27	.309	
62	.477	24	.305	
16	.476	17	.296	
8	.466	63	.289	
14	.458	22	.276	
69	.449	33	.274	
51	.448	12	.268	
59	.446	43	.264	
5	.446	26	.264	
46	.434	11	.262	
39	.415	10	.261	
37	.402	55	.258	
61	-.398	36	.257	
31	.392	25	.251	$\alpha = .01$
70	.391	6	.243	(one-tailed)
52	.380	57	.239	
56	.379	44	.232	
29	.378	41	.220	
9	.378	47	.219	
40	.375	45	.204	
53	.374	35	.203	
49	.373	48	.200	
20	.365	4	.187	
34	.362	68	.185	$\alpha = .05$
60	.356	21	.166	(one-tailed)
65	.347	58	.164	
67	.343	13	.162	
42	.338	19	.157	
28	.338	54	.148	
1	.337	23	.141	
18	.331	15	.141	
3	.326	50	.139	
7	.320	64	.124	
38	.318	32	.078	

Item 32: seemed to lose control over what was going on in class;

Item 64: was knowledgeable;

Item 50: let students make decisions regarding the nature of the course;

Item 15: used humor to make a point and maintain interest;

Item 23: encouraged students to dramatize . . ., etc.;

Item 54: examinations required creative, original thinking;

Item 19: invited students to share their knowledge and experiences;

Item 13: made use of audiovisual aids;

Item 58: emphasized examinations;

Item 21: had students apply concepts to demonstrate their understanding.

For all items on the TCBI except the ten listed above, Research Hypothesis 1 was supported.

The ten TCBI items which demonstrated the highest correlations with the criterion were:

Item 66: increased my appreciation for the subject;

Item 30: lectures were easy to outline;

Item 62: influenced me to pursue the subject further on my own;

Item 16: pointed out interesting aspects of the subject;

Item 8: related the subject to past, present, and future events;

Item 14: discussed material of interest to me;

Item 69: extent to which your interest in the subject matter of this course has been stimulated as a direct result of the teaching of this instructor;

Item 51: made the subject seem worthwhile;

Item 59: emphasized the practical aspects of the subject;

Item 5: presented facts and concepts from related fields.

Of the four teacher behavior dimensions identified during the pilot study, the Clarity factor had the highest percentage of its items correlating significantly with the criterion, followed by the Emphasizing Relationships factor, and Enthusiasm/Knowledge factor. The Student Involvement or Teacher Indirectness factor had very few items which were significantly correlated with attitude change. Table 2 lists the correlations with the criterion in rank order for those items which had been previously identified as loading heavily on the four teacher behavior dimensions.

Three teacher behavior dimensions were identified by a factor analysis of the major study TCBI items along with the criterion variable. These were clarity, enthusiasm, and student involvement. Items which had loaded on the Emphasizing Relationships factor of the pilot study now loaded on either the clarity or the enthusiasm factor. The criterion loaded primarily on the clarity factor with this factor accounting for 21.16% of the variance in the criterion variable. The enthusiasm factor accounted for 4.84% of the variance in the criterion and the student involvement factor accounted for 1.44%.

In answer to Research Question 2, none of the measured antecedent variables were found to correlate significantly with the criterion ($\alpha = .01$). Thus, Hypothesis 2 was not supported. The correlations obtained for the antecedent variables are listed in Table 3. These findings relevant to antecedent variables support the findings reported by Bosco (3) that level of certification sought and student's grade point average are not significantly related to student change in attitude. The narrow range of scores on the item concerning expected grade in the course may be responsible for the lack of significance

TABLE 2

CORRELATION WITH THE CRITERION OF RESIDUALIZED MAOTS POSTTEST SCORE FOR TCBI ITEMS ASSOCIATED WITH PILOT STUDY TEACHER BEHAVIOR FACTORS

Factor Name	Item No.	Abbreviated TCBI Item Stem	Correlation With Criterion
Clarity	30	Lectures easy to outline	.486 **
	51	Made the subject seem worthwhile	.448 **
	39	Made assignments interesting and not just busy work	.415 **
	37	Explained the subject thoroughly	.402 **
	29	Careful and precise in answering questions	.378 **
	53	Made difficult topics easy to understand	.374 **
	28	Summarized major points	.338 **
	43	Knew when the class was bored	.264 **
	25	Clear and easy to understand	.251 **
Student Involvement	20	Invited criticism of his/her ideas	.365 **
	26	Encouraged class discussion	.264 **
	21	Had students apply concepts	.166
	19	Invited students to share knowledge and experiences	.157
	23	Encouraged students to dramatize, etc.	.141
Relationships	18	Told about outside occurrences related to the subject	.331 **
	3	Presented origins of ideas and concepts	.326 **
	2	Discussed recent developments in the field	.311 **
	57	Emphasized the theoretical aspects	.239 *
Knowledgeable/ Enthusiastic Presentation	40	Was dynamic and energetic	.375 **
	63	Was enthusiastic and excited	.289 **
	64	Was knowledgeable	.124

* = significant at the .05 level, ** = significant at the .01 level, one-tailed test

TABLE 3

CORRELATIONS OF ANTECEDENT VARIABLES WITH THE CRITERION OF RESIDUALIZED MAOTS POSTTEST SCORE

Antecedent Variable	r
Grade point average	.006
Expected grade in the course (A, B, C, D, E)	-.158
Number of prior education courses	.000
Number of education courses being taken concurrently	-.088
Four-item measure of teaching career commitment	.090
Type of certificate sought: none	-.112
: elementary	-.014
: secondary	.043
: special education	-.002
: K-12 (art, music, p.e.)	.004
Student's sex	-.044
Student's age	-.017

Correlation coefficient required for significance with $n = 87$ is .277, $\alpha = .01$, two-tailed test.

found for this variable. The mean was found to be 1.3 on a five point scale, with a standard deviation of .54. In other words, irrespective of the individual student's change in attitude toward the course, most students involved in this study expected from the beginning of the course to receive an A or B.

In order to answer Research Question 3, stepwise multiple linear regression was used to generate a prediction equation for the criterion of residualized MAOTS posttest using the TCBI items as predictors. For purposes of this study, stepwise regression was continued until the F ratio for the next independent variable to enter the equation failed to reach the .01 level of significance. A regression equation accounting for 30% of the variance in the criterion was obtained with the inclusion of two TCBI items (Items 30 and 61). Item 30 reads, "The instructor's lectures were easy to outline." Item 61 states, "The instructor was a monotonous, dull speaker." The prediction equation obtained was $Y = -9.48 + 4.24\ X_{(30)} - 3.91\ X_{(61)}$. These two items are representative of two orthogonal or non-related aspects of teacher behavior which might be used to predict positive change in student attitude. In other words, more positive change in student attitude toward the subject would be expected given a teacher whose lectures were easy to outline and who was not a monotonous, dull speaker than would be expected given a teacher whose lectures were difficult to outline and who was a monotonous, dull speaker.

Discussion of Selected Findings

A significant negative change in attitude toward the course was found from pretest to posttest. This finding is not surprising in light of the fact that previous investigations have shown that attitudes

toward school, subject matter, and/or teacher tend to decrease across a school year (4, 6).

Of the multiple-choice items included on the MAOTS and not directly associated with teacher behaviors, only one was found to correlate significantly with the criterion of attitude change. This was the item that asked for the student's perception of the degree to which the objectives of the course had been met. This item correlated .43 with the criterion ($p<.0001$).

Based on a review of the literature concerning attitude change, two major influences had been suggested for consideration in this study: (1) student's positive regard for a teacher who likes his subject matter and (2) teacher's clear, logical presentation of the subject matter as being something worthwhile to know. Both influences are supported by the findings of this study, the second more so than the first. Specifically, the TCBI item, "The instructor made the subject seem worthwhile," which correlated .448, $p<.0001$ with the criterion, along with the entire clarity factor accounting for 21.16% of the criterion variance are supportive of the second influence. Support is provided for the first influence by the significant correlations with student attitude change of the teacher behavior items "displayed intense interest and appreciation for the subject," and "seemed to enjoy the subject matter" ($r = .318$ and .362, respectively), as well as the significant correlations of many other items related to the teacher behavior dimension of enthusiasm.

While it was not the province of this study to determine which particular theory or process of attitude change adequately explains the type of attitude change under investigation, the findings do lend

some support to the development of attitudes by following the example of others, i.e., adoption of attitudes by imitation or modeling (2). According to this theory of attitude change, positive attitudes may be fostered by the teacher exhibiting the same interests, enthusiasm, and preferences that he wishes his students to adopt. The theory stipulates that the students must have positive regard for the teacher before imitation will occur.

The findings of this study are even more supportive of a theory of attitude change based on clear, persuasive communication. The use of persuasive communication in teaching implies concern for the clarity and logic of the teacher's presentation. Clarity of presentation appears not only to be significantly related to cognitive growth (7), but also to affective development. The findings of this study relevant to the influence of clarity in attitude change are supportive of the findings of Solomon et al. (9). The strength of the entire teacher behavior dimension of clarity points out that, at least for this sample of students, the clear, logical type of presentation is most influential in the promotion of positive attitude change.

Despite the fact that clarity of presentation was shown to be highly related to the criterion as measured by several TCBI items, student perception of the instructor's knowledge of the subject matter as measured by Item 64 was not found to be significantly related to attitude change ($r = .124$). This is probably due to the limited range of responses to this item. The mean was found to be 4.4 on a five point scale, with a standard deviation of .65. Irrespective of the individual student's change in attitude toward the subject, students in this study tended to rank their instructor high on knowledge of the topics presented in the course.

Some theorists (5,) have suggested three components that constitute an attitude: an affective, a cognitive, and a behavioral component. While attitude scales in general do not measure the behavioral component, the TCBI item, "The instructor influenced me to pursue the subject further on my own," does provide some measure of this aspect and was found to correlate significantly with change in attitude ($r = .477$, $p<.0001$). Specific teacher behaviors which correlated highly ($r>.65$) with this item were:

Item 14: discussed material of interest to me;

Item 51: made the subject seem worthwhile;

Item 39: made assignments interesting and not just busy work;

Item 5: presented facts and concepts from related fields;

Item 46: presented the material in an interesting manner;

Item 16: pointed out interesting aspects of the subject; and

Item 49: related the subject to other areas.

In view of Arnstine's (1) suppositions concerning the reasons behind the general disdain for courses in educational foundations, the results obtained for Items 57 and 59 of the TCBI are of special interest. Item 57: "The instructor emphasized the theoretical aspects of the subject," correlated .239 ($p<.05$) with the criterion of attitude change. On the other hand, Item 59: "The instructor emphasized the practical aspects of the subject," correlated .446 ($p<.0001$). In other words, teacher emphasis on the practical aspects of the course was found to be much more highly related to positive change in attitude than emphasis on the theoretical aspects. It is this emphasis on the theoretical aspects that has been blamed for the low regard that students in general have for courses in educational foundations.

Implications

Any inferences derived from these results must be limited by a consideration of the subject sample, the methods, and types of measurement used in this study. The generalizability of the findings is necessarily limited to those courses, those students, and those teachers that would be considered similar to the population sample used in this study. To the extent that this study has supported the findings of previous research, the generalizability may be somewhat broadened. Most of the findings of this study, however, must await further research before they may be applied with confidence in different contexts.

Given these limitations, however, several implications seem apparent from this research. This study fits into the body of research that is slowly accumulating with respect to the validation of teacher behaviors in terms of student outcomes. The clear, interesting, and relevant presentation has been supported by the findings as desirable in promoting the student outcome of positive change in attitude toward the course. The individual items of the TCBI related to this type of teacher behavior may serve to operationally define what is meant by a clear, interesting, relevant presentation. Specifically these behaviors include:

explain the subject thoroughly;

summarize major points;

present lectures that are easy to outline;

relate the subject to past, present, and future events;

present origins of ideas and concepts;

be well-prepared;

state the objectives of each class session;

make the subject seem worthwhile;
be well-organized in the presentation;
point out various interpretations;
show how the subject applies outside the class;
discuss other points of view;
answer questions carefully and precisely;
make difficult topics easy to understand;
discuss material of interest to the student;
provide background information;
present facts and concepts from related fields;
emphasize the practical aspects of the subject; and
point out interesting aspects of the subject.

On the basis of the findings of this study and to the extent that positive student change in attitude toward the course is deemed a desirable outcome, the above teacher behaviors should be emphasized in both instructor training and evaluation.

Since this study was conducted with college students concerning their attitude toward a college level course, it is not known whether these same teacher behaviors would promote positive attitude change in high school students. It is, therefore, not yet known whether these are behaviors that should be taught in teaching methods courses for prospective high school teachers. The relative superiority of the clarity factor over enthusiasm and student involvement found in this study may be a function of maturity, with college students being less likely to change attitudes by imitation than elementary or high school students. This does suggest a possibility for further research that should be undertaken before specific suggestions are made regarding the appropriate emphasis to be given these teacher behavior dimensions in secondary school teaching methods courses.

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APPENDIX

TEACHER'S CLASSROOM BEHAVIOR INSTRUMENT

This questionnaire asks for your judgment concerning various aspects of the behavior of the instructor of this class during the course of this semester. Please take into account all of the meetings of this class which you have attended throughout the semester in choosing your response to each item. Your responses are confidential and will not affect your grade in this course in any way. Please answer every item and indicate your responses on the answer sheet.

Please use the following scale to rate the instructor for each item in the first group of statements.

1) Never
2) Rarely
3) Occasionally
4) Often
5) Very frequently

1. The instructor discussed points of view other than his/her own.
2. The instructor discussed recent developments in the field.
3. The instructor presented origins of ideas and concepts.
4. The instructor gave references for more interesting and involved points.
5. The instructor presented facts and concepts from related fields.
6. The instructor emphasized conceptual understanding rather than rote memorization of details.
7. The instructor brought in articles and books related to the subject.
8. The instructor related the subject to past, present, and future events.
9. The instructor pointed out various interpretations.
10. The instructor showed how the subject applied outside the class.
11. The instructor made suggestions and comments about our work.
12. The instructor suggested interesting optional activities related to the subject matter.
13. The instructor made use of audiovisual aids.
14. The instructor discussed material of interest to me.
15. The instructor used humor to make a point and maintain interest.
16. The instructor pointed out interesting aspects of the subject.

Scale:

1) Never
2) Rarely
3) Occasionally
4) Often
5) Very frequently

17. The instructor related the subject to our individual lives.

18. The instructor told us about outside occurrences which related to the subject.

19. The instructor invited students to share their knowledge and experiences.

20. The instructor invited criticism of his/her ideas.

21. The instructor had students apply concepts to demonstrate their understanding.

22. The instructor varied the speed and tone of his/her voice.

23. The instructor encouraged students to dramatize or demonstrate various problems, theories, or concepts (by such techniques as role-playing, reporting of anecdotes or personal experiences, etc.).

24. The instructor made changes in the way material was being presented.

Please use the following scale for the next group of statements:
1) Never
2) Rarely
3) Occasionally
4) Often
5) Always

25. The instructor was clear and easy to understand.

26. The instructor encouraged class discussion.

27. The instructor stated the objectives for each class session.

28. The instructor summarized the major points.

29. The instructor was careful and precise in answering questions.

30. The instructor's lectures were easy to outline.

31. The instructor was well-prepared.

32. The instructor seemed to lose control over what was going on in class.

Scale:

1) Never
2) Rarely
3) Occasionally
4) Often
5) Always

33. The instructor presented the material with enthusiasm.

34. The instructor seemed to enjoy the subject matter.

35. The instructor took an active interest in his/her students.

36. The instructor related well to students individually.

37. The instructor explained the subject thoroughly.

38. The instructor displayed intense interest and appreciation for the subject.

39. The instructor made assignments interesting and not just busy work.

40. The instructor was dynamic and energetic.

41. The instructor sensed when we didn't understand certain concepts and corrected the situation.

42. The instructor clarified students' thinking by identifying reasons for their questions.

43. The instructor knew when the class was bored.

44. The instructor was friendly toward students.

45. The instructor involved the students in the subject.

46. The instructor presented the material in an interesting manner.

47. The instructor seemed to enjoy teaching.

48. The instructor seemed to have self-confidence.

49. The instructor related the subject to other areas.

50. The instructor let students make decisions regarding the nature of the course.

51. The instructor made the subject seem worthwhile.

52. The instructor provided much background information.

53. The instructor made difficult topics easy to understand.

Scale:

1) Never
2) Rarely
3) Occasionally
4) Often
5) Always

54. The instructor's examinations required creative, original thinking.

55. The instructor included the class in his presentations by asking questions.

56. The instructor served as an example of proficiency and excellence in his/her field.

57. The instructor emphasized the theoretical aspects of the subject.

58. The instructor emphasized examinations.

59. The instructor emphasized the practical aspects of the subject.

60. The instructor tried to develop in me a favorable attitude toward the subject.

For the remaining items, use the response options indicated under each statement.

61. The instructor was a monotonous, dull speaker.
    1) No, not at all.
    2) Very slightly.
    3) Somewhat.
    4) Yes, to a large extent.
    5) Yes, extremely so.

62. The instructor influenced me to pursue the subject further on my own.
    1) No, not at all.
    2) Very slightly.
    3) Somewhat.
    4) Yes, to a great extent.
    5) Yes, greatly.

63. The instructor was enthusiastic and excited
    1) about none of the topics.
    2) about few of the topics.
    3) about some of the topics.
    4) about many of the topics.
    5) about all topics covered in the course.

64. The instructor was knowledgeable
1) about none of the topics.
2) about few of the topics.
3) about some of the topics.
4) about many of the topics.
5) about all topics covered in the course.

65. The instructor was well-organized in his/her presentations
1) No, not at all.
2) Very slightly.
3) Somewhat.
4) Yes, to a large extent.
5) Yes, extremely so.

66. The instructor has increased my appreciation for the subject.
1) No, not at all.
2) Very slightly.
3) Somewhat.
4) Yes, to a great extent.
5) Yes, greatly.

67. The instructor was interested and concerned in the quality of his teaching.
1) No, not at all.
2) Slightly.
3) Somewhat.
4) Quite a bit.
5) Yes, to a very great extent.

68. How would you evaluate the instructor's speaking ability?

1) A very poor speaker
2) A rather poor speaker
3) Adequate, but not exceptional
4) A very good speaker
5) As good a speaker as I can imagine.

69. To what extent would you say that your interest in the subject matter of this course has been stimulated as a direct result of the teaching of this instructor?

1) Not at all
2) Slightly
3) Somewhat
4) Quite a bit
5) To a very great extent

70. Considering everything, how would you evaluate the instructor in this course?

1) A very poor teacher
2) A rather poor teacher
3) Adequate, but not exceptional
4) A very good teacher
5) As good a teacher as I can imagine.

MEASURE OF AFFECTIVE ORIENTATION TOWARD THE SUBJECT
(Short Form)

The three major areas included in Ed. 303 - School and Society and the course title itself are listed on the next page. Under each you will find a series of opposite adjectives. Each pair of opposite adjectives represents a continuum upon which you are to reflect your feelings about that topic, or the course as a whole. Consider each pair of adjectives carefully and use the following scale to respond on the answer sheet:

1: your feelings are very much like the left adjective

2: your feelings are somewhat like the left adjective

3: your feelings are mid-way between the left adjective and the right adjective

4: your feelings are somewhat like the right adjective

5: your feelings are very much like the right adjective

Be sure to indicate your position for each pair of adjectives.

DO NOT WRITE ON THE TEST ITSELF. USE THE ANSWER SHEET.

I. Development of the goals and purposes of American education and their relationships to American society

1.	Meaningless	1	2	3	4	5	Meaningful
2.	Uninteresting	1	2	3	4	5	Interesting
3.	Relevant	1	2	3	4	5	Irrelevant
4.	Valuable	1	2	3	4	5	Worthless
5.	Theoretical	1	2	3	4	5	Practical

II. Organizational structure and functioning of American school systems

6.	Meaningless	1	2	3	4	5	Meaningful
7.	Uninteresting	1	2	3	4	5	Interesting
8.	Relevant	1	2	3	4	5	Irrelevant
9.	Valuable	1	2	3	4	5	Worthless
10.	Theoretical	1	2	3	4	5	Practical

III. Contemporary goals, ideas, issues and practices in American schools

11.	Meaningless	1	2	3	4	5	Meaningful
12.	Uninteresting	1	2	3	4	5	Interesting
13.	Relevant	1	2	3	4	5	Irrelevant
14.	Valuable	1	2	3	4	5	Worthless
15.	Theoretical	1	2	3	4	5	Practical

IV. Ed. 303 - School and Society

16.	Meaningless	1	2	3	4	5	Meaningful
17.	Uninteresting	1	2	3	4	5	Interesting
18.	Relevant	1	2	3	4	5	Irrelevant
19.	Valuable	1	2	3	4	5	Worthless
20.	Theoretical	1	2	3	4	5	Practical

Please continue by answering the following questions on your answer sheet.

21. My grade point average is

(1) Below 3.0; (2) 3.1-3.5; (3) 3.6-4.0; (4) 4.1-4.5; (5) 4.6-5.0

22. I expect my grade in this course will be

(1) A; (2) B; (3) C; (4) D; (5) E

23. How many professional education courses have you had prior to this course?

(1) none (2) one (3) two (4) three (5) four or more

24. How many professional education courses are you taking this semester, including this course?

(1) one (2) two (3) three (4) four (5) five

25. My attitude toward the subject matter taught in Ed. 303 is

(1) Very unfavorable
(2) Unfavorable
(3) Neither favorable, nor unfavorable
(4) Favorable
(5) Very favorable

Please indicate your agreement or disagreement with each of the next four statements according to the following code:

(1) I strongly agree
(2) I agree
(3) I am undecided
(4) I disagree
(5) I strongly disagree

26. Teaching is about the best job that I can think of.

27. I am sure I would enjoy teaching.

28. There are more advantages than disadvantages to teaching as a career.

29. I would be willing to take any job related to teaching.

30. Indicate the level of teacher certification you are seeking (choose only 1).

(1) none
(2) elementary
(3) secondary
(4) special education
(5) K - 12 (art, music, or physical education)

31. Your sex: (1) male; (2) female

32. Your age: (1) under 20; (2) 20-25; (3) 26-30; (4) 31-35; (5) 36 or older

33. The number of times I have been absent from this class is
    1) none
    2) once or twice
    3) three or four times
    4) five or six times
    5) seven or more

34. The objectives of this course as listed in the syllabus
    1) were not met at all;
    2) were inadequately met;
    3) were met to a moderate degree;
    4) were met for the most part;
    5) were completely met.

35. Since the beginning of this semester, my attitude toward the subject matter of this course has
    1) become much more unfavorable;
    2) become somewhat more unfavorable;
    3) stayed the same;
    4) become somewhat more favorable;
    5) become much more favorable.

36. My section of Ed. 303 meets
    1) Monday and Wednesday
    2) Tuesday and Thursday
    3) Wednesday and Friday
    4) one evening a week

37. My section of Ed. 303 meets
    1) 8 or 9 o'clock
    2) 10 or 11 o'clock
    3) 12 noon
    4) 1 or 2 o'clock
    5) evenings

38. Check one of the following:
    1) I have always been enrolled in this section and attended the first class.
    2) I have always been enrolled in this section, but did <u>not</u> attend the first class meeting.
    3) I attended the first day of class in another section and then changed sections <u>within</u> the first 2 weeks of the semester.
    4) I attended the first day of class in another section and then changed sections <u>after</u> the first 2 weeks of the semester.
    5) I was previously enrolled in another section and did <u>not</u> attend the first day of class in either section.